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ABSTRACT

This document discusses the institutional self-evaluation process at the Community College of Philadelphia (CCP), examining the college-wide performance indicators that measured CCP's effectiveness. Five broad areas of institutional effectiveness are covered in this report: workforce development; transfer preparation; student persistence, goal attainment, and assessment of collegiate experience; community outreach; and cost efficiency, resource usage, and resource development. Evaluation highlights include: (1) nearly 72% of 1999 career program graduates were working in jobs that were related to their studies and an additional 16% were working in jobs that were unrelated to their studies, elevating the overall employment rate for 1999 graduates to 88%; (2) more than half of all the college's graduates transfer to another higher education institution within eight months of graduation; (3) graduation rates for full-time (in first semester), college-ready students after five years were 17% in 1992 and 11% in 1995; (4) the college's student body reflects the demographic diversity of the City of Philadelphia and is the largest single point of entry into higher education for minorities in Pennsylvania--50% of students are black, 28% white, 15% Hispanic, and 7% Asian; and (5) in current dollars there has been an average annual increase of cost per student of 1.2%, but in real terms there has been a decrease per year of 1.7%. (JA)

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COMMUNITY COLLEGE OF PHILADELPHIA

INSTITUTIONAL EFFECTIVENESS 2000:
A College Report Card

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J. Grossett

OFFICE OF INSTITUTIONAL RESEARCH

Report #119

January 2001

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INSTITUTIONAL EFFECTIVENESS 2000
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Overview

Strategic Principle IV in the 2000-2004 Strategic Plan stipulates *The College will provide documented quality, innovation, and effectiveness in the delivery of programs and services.* One objective to address this principle calls for the development of a set of institutionally sanctioned college-wide performance indicators that measure the College's effectiveness.

The process to identify appropriate effectiveness indicators for the College started during the last planning cycle. During the spring 1998 semester, several Institutional Effectiveness Roundtables were convened with the goal of describing suitable effectiveness measures for the institution. Roundtable participants included faculty, students and staff representatives. Using the 1995-2000 Strategic Plan and the College's mission statement as guiding documents, an inventory of potential indicators was compiled based on input from roundtable participants.

The Data Quality Task Force reviewed the findings of the effectiveness roundtables during the spring 2000 semester for feasibility and continued relevance and suggested additional indicators. With the development of the 2000-2004 Strategic Plan, the revised indicator inventory was reviewed again to ensure the appropriateness of the indicators in the context of current strategic principles.

Based, in part[1], on the community college effectiveness model suggested by Alfred et al.[2], five broad areas of institutional effectiveness have been included in this report: 1) workforce development; 2) transfer preparation; 3) student persistence, goal attainment, and assessment of collegiate experiences; 4) community outreach; and 5) cost efficiency, resource usage, and resource development.

Indicators related to job placement rates, starting salaries, license and certification pass rates of graduates, and graduate's assessment of the preparation received for employment at the College comprise the section on workforce development[3]. The section on transfer preparation includes transfer rates, indicators of academic performance and persistence of CCP transfers at transfer institutions, graduate's assessment of transfer preparation, and transfer opportunities based on articulation agreements. The student persistence, goal attainment and assessment of collegiate experiences section includes graduation rates, short-term persistence rates, graduate's assessment of goal completion, and graduate's assessment of in-class and out-of-class

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[1] Since the College does not presently have defined standards and management strategies to assess critical literacy and citizenship skills, the area of General Education has not been addressed in this report.
[2] Alfred, Richard, Ewell, Peter, Hudgins, James, & McClenney, Kay. (1999). Core indicators of effectiveness for community colleges. Washington, DC: Community College Press.
[3] Employer assessment of student preparation has not been included in this report since it is not presently gathered systematically by the College.

experiences at the College. Both indicators of responsiveness to community needs and participation rates in the service area are included in the community outreach section. Indicators of cost efficiency, resource usage and resource development comprise the final section of the report.

In addition to providing recent information for each indicator, historical and/or statewide community college information is also provided. This information serves as a reference point for assessing changes in the College's performance over time and provides a way to assess college performance relative to peer institutions within the State.

Overall the indictors demonstrate many dimensions where institutional effectiveness is at a high level. However, there are also clear areas identified where goals for institutional improvement can be set.

Preparation of students for successful transfer is a major institutional strength. Employment outcomes are positive and improving. Student persistence, both short- and long-term, continues to be an area where institutional improvement should be pursued. While graduates, as a group, have been very satisfied with their in-classroom and out-of-classroom experiences, recent graduates have been slightly less satisfied than their predecessors were. A key exception to this pattern has been in the area of technological preparation which recent graduates have viewed much more favorably than earlier student cohorts.

With respect to community outreach, the College provides a unique educational service in Philadelphia as the City's only public higher education institution. The College serves a representative population from all geographic sections of the City. It is the largest single point of entry into higher education for minorities in Pennsylvania. However, the College still lags behind the rest of the State's community colleges in the percentage of service-area adults who are enrolled at any point in time.

Relative to its peers within the State, the College's expenditure per student is relatively low and, in real terms, has declined over the past decade. While average class size has fallen in recent years, class sizes still exceed those in place at other Pennsylvania community colleges. Recent tuition and fee increases have modestly exceeded inflation, but have been lower than those imposed by all of the four-year sectors.

Next Steps in Effectiveness Reporting for the College

As noted above, this is the first in what is intended to be an annual report on institutional effectiveness. Using the above information as benchmarks, the Office of Institutional Research will track changes in institutional performance over time. The 2000-04 Strategic Plan has numerous objectives intended to enhance institutional performance in the various effectiveness categories. For example, a key issue being addressed in the new enrollment management plan (Strategic Principle III, Objective D) is improving student persistence. Continuing to strengthen graduates' and former students' employment outcomes is a key component of the institutional response to Strategic Principle I. Success in meeting the objectives outlined in Strategic

Principle III, which is focused on implementing positive institutional changes to better meet the needs of current and potential students, will result in increased student satisfaction with their educational experiences at the College.

The measures which are discussed in the main body of this report were selected from a much larger list of measures identified by the effectiveness roundtables and the Data Quality Task Force over the past several years. The Office of Institutional Research would welcome suggestions for additional or alternative measures for inclusion in future versions of this report.

Workforce Development

1. ***Percent of career program graduates who secured employment related to their academic program shortly after graduating***

1996: 60.7%

1999: 71.6%

Recent graduates met with greater success than their predecessors did in locating employment related to their studies shortly after graduating (8 months). Nearly 72% of 1999 career program graduates were working in jobs related to their studies and an additional 16.3% of 1999 career program graduates were working in jobs that were unrelated to their studies, elevating the overall employment rate for 1999 graduates to 87.9%.

2. ***Percent of recent graduates working in the City and the Philadelphia metropolitan area***

	City of Philadelphia	Metropolitan Area
1997:	71.2%	82.4%
1999:	74.9%	88.9%

Most graduates of the College remain in the City as active contributing members of the local economy. Three-quarters of 1999 graduates were working at a job that was located in Philadelphia eight months after graduating. If the geography in expanded to include the Philadelphia metropolitan area, 89% of 1999 graduates were working in regional businesses. Recent graduates were more likely to be working locally than were graduates from a few years earlier.

3. ***Average salary earned by career program graduates who located new jobs shortly after graduation***

1996: $27,534

1999: $30,980

The national Census Bureau has documented the value-added to income with completion of an associate degree. On average, associate degree holders earned 30% more per year than high school graduates. Between 1996 and 1999 the average salary earned by graduates increased by 12.5% to $30,980.

4. Percent of working graduates who were satisfied with their preparation for employment

	Excellent/Good	Fair	Poor
1996:	85.7%	11.2%	3.1%
1999:	85.6%	11.8%	2.6%

Graduates remain very positive in their assessment of the preparation for employment they received while at the College. Graduates in 1999 were slightly more positive in this regard than their predecessors in 1996.

5. Rating of graduates with respect to their technological preparation for employment

	Excellent/Good	Fair	Poor
1997:	54.4%	34.2%	11.4%
1999:	63.6%	26.5%	9.8%

Given institutional efforts in the area of technology over the last several years, it is heartening to note the positive trend in graduates' assessments of their technological preparation for the workforce. Assessments in 1999 were far more positive than those two years earlier.

6. Number of students per computer

Spring 1994:	49.6
Fall 2000:	12.1

Since 1994, tremendous progress has been made in providing students with access to technology. In spring 1994, there were 49.6 students for every computer. By fall 2000, the number of students per computer dropped to 12.1.

7. 1998/1999 pass rates of recent graduates on professional certification exams

Program	Program Average	National Average
Clinical Laboratory Technology	72.5%	70.0%
Dental Assisting	90.0%	Unavailable
Dental Hygiene	95.0%	Unavailable
Diagnostic Medical Imaging	100.0%	85.0%
Dietetics Manager	73.3%	69.0%
Dietetic Technician	78.5%	63.0%
Health Information Technology	66.5%	79.7%

Medical Assisting Office Management	100.0%	66.0%
Nursing	90.0%	81.5%
Respiratory Care Technology	92.3%	52.9%

The Colleges' graduates have performed very well on certification exams. Pass rates for Community College of Philadelphia graduates have consistently been higher than national averages.

8. ***Programs with specialized accreditation and other external recognition, 2000-01 academic year.***

Program	Accrediting/Recognizing Authority
Automotive Technology	Certified by National Automotive Technicians Education Foundation (NATEF)
Clinical Laboratory Technician	Accredited by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Dental Assisting Dental Hygiene	Accredited by Commission on Dental Accreditation of American Dental Association
Diagnostic Medical Imaging	Accredited by Joint Review Committee on Education in Radioilogic Technology (JRCERT)
Dietetic Technician	Currently granted Developmental Accreditation by Commission on Accreditation for Dietetics Education of American Dietetic Association
Health Information Technology	Accredited by American Health Information Management Association, and Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Medical Assisting and Management	Accredited by American Association of Medical Assistants Endowment, and by Commission on Accreditation for Allied Health Education Programs (CAAHEP)
Nursing	Accredited by National League for Nursing Accrediting Commission
Paralegal Studies	Approved by the American Bar Association
Respiratory Care Technology	Accredited by Committee for Accreditation of Respiratory Care

Transfer Preparation

9. Transfer rates of graduates relative to statewide patterns

	1998/99
CCP	53.1%
Bucks	48.6%
Montgomery	52.5%
Delaware	41.5%
Harrisburg	36.4%
Allegheny	42.4%

Over half of all the College's graduates transfer to another higher education institution within eight months of graduation. Community College of Philadelphia graduates have been more likely to continue their education than graduates of other community colleges in Pennsylvania.

10. *Transfer rates of graduates who graduated from transfer programs*

1996: 63.0%

1999: 72.9%

In an attempt to factor student educational goals into the calculation of transfer rates, Indicator #10 is based on only graduates of the College's transfer programs. By limiting the student base to those who enrolled in designated transfer programs, the transfer rate jumps to 73% for 1999 graduates which reflects a considerable increase over the rate for 1996 transfer program graduates.

11. Number of articulation agreements with four-year colleges and universities

1994 - 1995: 22

1996 - 2000: 34

The number of articulation agreements has increased steadily. Since 1995 12 new agreements have been added.

12. GPAs earned by former CCP students who were enrolled at SSHE universities

	0 - 1.99	2.0 - 2.99	3.0 - 4.0
Fall 1997:	17.7%	55.6%	26.8%
Spring 1998:	19.7%	56.6%	23.7%
Fall 1998:	16.4%	55.6%	28.1%

The cumulative GPAs earned by CCP transfers at State System of Higher Education (SSHE) universities have improved. The information, which is based on all former CCP students who were enrolled at SSHE universities in the designated semesters, indicates that in recent semesters CCP transfers were less likely to earn GPAs at SSHE universities below 2.0 and more likely to earn GPAs of 3.0 or better.

13. First fall semester to second fall semester persistence rates at Temple University for CCP transfers

	CCP Transfers	All Temple Transfers
Fall 1995 cohort:	72.5%	73.4%
Fall 1996 cohort:	68.8%	76.4%
Fall 1997 cohort:	74.1%	78.0%
Fall 1998 cohort:	74.6%	77.1%

The Temple University persistence rates of CCP transfers have improved since the fall 1995 transfer cohort. Three quarters of the CCP transfer students who entered Temple University in fall 1998 reenrolled at Temple for the fall 1999 semester. The gap between the persistence rates of CCP transfers and all other transfers has also narrowed since fall 1996.

14. Rating of graduates with respect to their technological preparation for study at a four-year college or university.

	Excellent/Good	Fair	Poor
1997:	62.3%	27.1%	10./6%
1999:	66.3%	25.6%	8.1%

Given institutional efforts in the area of technology over the last several years, it is heartening to note the positive trend in graduates' assessments of their technological preparation for the transfer institution. Assessments in 1999 were more positive than those two years earlier.

Student Persistence, Goal Attainment, and Assessment of Collegiate Experiences

15. Graduation rates for full-time (in first semester), college ready students after 5 years

1992: 17.0%

1995: 11.2%

In order to calculate graduation rates, students who were new to the college and enrolled with a full-time course load in the fall 1992 and the fall 1995 semesters were tracked to determine those who graduated at any time during a five year period. The relatively low graduation rates for these student cohorts and their decline over time could be cause for concern. While 17% of all first-time, full-time students in fall 1992 had graduated by 1997, only 11.2% of the fall 1995 cohort had done so by 2000. Several factors may explain, in part, the decline in graduation rates. The strong regional economy of late may be providing students with good employment opportunities that do not require the completion of a degree program. This opportunity to enter the workforce as soon as possible may be particularly attractive to economically disadvantaged students who typically comprise a large proportion of urban community college student bodies. The decline in graduation rates may also be reflective of early transfer decisions by students. Other information in this report indicates that both employment and transfer opportunities have improved for recent student bodies.

16. Graduation rates for full-time, college ready students by career and transfer programs students after 5 years

	Career	Transfer
1992:	23.7%	15.7%
1995:	20.9%	9.4%

The diverse educational objectives held by Community College of Philadelphia students need to be considered when analyzing persistence measures. Many students enroll with the intention of taking several courses and are uninterested in earning an Associates degree or certificate from the College. An understanding of the diversity of student intentions helps to put persistence rates in perspective. An approach to calculating graduation rates that, to a limited extent, takes student degree intentions into account is to separately calculate graduation rates for students enrolled in career and transfer programs. Doing so, results in higher graduation rates for students in career programs, which have traditionally been viewed as terminal programs leading to employment opportunities. The graduation rates for students who were enrolled in transfer programs, which are designed to provide opportunities for transfer to baccalaureate degree granting colleges and universities, was considerably lower than the career program graduation rate, this was true for both the fall 1995 cohort and the fall 1992 cohort.

17. Graduation rates for predominantly full-time (enrolled full-time at least 75 percent of the time while attending CCP), college ready students after 5 years

1992: 14.1%

1995: 15.0%

The enrollment patterns of many community college students is very nontraditional. It is not uncommon for a student to take a full-time course load in their first semester and switch to a part-time load or stop-out in subsequent semesters. Indicator # 17 was designed to standardize student attendance behavior, to some extent, by limiting the graduation rate calculation to students who attended as full time students during at least 75% of the semesters they were in attendance at the College. While graduation rates based on this student population are low, there has been improvement over time.

18a. Percent of new full-time students in the fall who return the subsequent spring semester

1994: 79.1%

1998: 77.6%

18b. Percent of new part-time students in the fall who return the subsequent spring semester

1994: 54.4%

1998: 47.1%

In addition to graduation rates, it is prudent to consider short-term persistence indicators, given the nondegree intentions of many of the College's students. The first short-term persistence rate is based on reenrollment in the second semester for new full-time (#18a) and part-time (#18b) students in fall 1994 and fall 1998. From fall 1994 to fall 1998 there has been a slight decrease in the percentage of full-time students returning for the subsequent spring semester. While 21% of full-time students in fall 1994 did not return for the spring 1995 semester, 22.4% of the fall 1998 cohort failed to return for the spring 1999 semester. Part-time students were twice as likely as full-time students to drop from the College after their first semester and the decrease in the persistence rate over time for part-time students was greater than the rate for full-time students, dropping from 54.4% of the fall 1994 cohort to 47.1% of the fall 1998 cohort.

19a. Percent of new full-time students that return the subsequent year

1994: 50.9%

1998: 50.8%

19b. Percent of new part-time students that return the subsequent year

1994: 32.8%

1998: 28.8%

Indicators #19a and #19b track the same fall cohorts as Indicators #18a and #18b to determine rates of reenrollment after the first year. Over time, persistence rates for the year have been more stable than those for the semester. While half of full-time students in fall 1994 and 1998 returned for their second consecutive fall term, the first year persistence of part-time students has dropped. Over time, only 29% of the new part-time student body in fall 1998 were still enrolled at the College in fall 1999 compared with 32.8% of the fall 1994 cohort returning for the fall 1995 semester.

20. Percent of graduates who indicate they achieved their goals at the College

	Yes, fully	Yes, partially	No
1996:	73.4%	24.9%	1.8%
1999:	73.9%	24.5%	1.6%

A very small percentage of graduates indicated they did not achieve the educational goals they set for themselves and this number has dropped slightly over time.

21. Rating of graduates with respect to the overall instruction, delivery, and content of courses

	Excellent/Good	Fair	Poor
1997:	84.6%	12.9%	2.5%
1999:	80.6%	17.7%	1.7%

Graduates have been extremely pleased with their academic experiences at the College.

22. Rating of graduates with respect to the cocurricular opportunities and institutional services available at the College

	Excellent/Good	Fair	Poor
1997:	75.2%	22.0%	2.8%
1999:	73.9%	21.1%	5.0%

Overall, very few graduates were dissatisfied with their out-of-classroom experiences at the College. However, more recent graduates tended to be slightly less satisfied than their predecessors with this aspect of their college experience.

23. Rating of graduates with respect to the College's environment and facilities

	Excellent/Good	Fair	Poor
1997:	69.1%	25.3%	5.6%
1999:	68.6%	25.3%	6.1%

Graduates' assessments of the College's environment have changed little over time. The relatively lower level of satisfaction in this area appears to reflect the crowded conditions at the main campus and continuing issues associated with facility maintenance.

Community Outreach

24. Number of students enrolled in non-credit adult education

1995/96	15,220
1999/00	12,946

While this figure decreased significantly from 1995/96 to 1999/00, it appears as though non-credit adult education enrollments will rebound considerably for the current academic year.

25. Credit enrollments at regional centers and other off-campus locations

	Fall 1995	Fall 2000
Northeast	2,049	2,065
West	466	550
Northwest	482	1,355
Other Off-Campus	1,836	1,120

In support of its mission to provide access to higher education, the College has established opportunities for Philadelphians to participate in courses and programs of study at convenient locations throughout the service area. In addition to the main campus on Spring Garden Street, the College operates three regional centers and offers instructional programs in 13 different community sites in all sections of the City.

26. Business and Industry program enrollments

	1999/2000	1997/98
Number of Programs:	30	25
Total Contract Revenues:	$3,078,451	$2,334,525
Number of Employees trained/educated	2,658	2,862

The College has made a major commitment to the delivery of customized education programs to Philadelphia employers.

27. Percent of graduates who would have been unable to attend college had it not been for the College

1995/96	38.6
1996/97	44.8
1997/98	42.2
1998/99	35.8

The College provides a unique educational service in Philadelphia. Over the years, many graduates indicated they would have been unable to pursue their educational aspirations had the College not been in existence. Most recently, 36% of graduates would have been unable to participate in higher education if they had not been able to attend the College.

28. Number and percent of recent Philadelphia public and private high school graduates enrolling at CCP directly after graduation.

	Spring 1995 H.S. Graduates	Spring 1998 H.S. Graduates
Enrolled at CCP	1,721 (13.7%)	1,964 (14.9%)
Enrolled at a Community College Statewide	11,371 (15.3%)	13,667 (17.1%)

The College enrolled 13.7% of 1995 graduates and nearly 15% of 1998 graduates. Reflecting, in part, the high level of competition in the Philadelphia region, enrollment percentages at the College are below the Statewide averages.

29. Number and percent of service area residents aged 18 years and older who enrolled in at least one credit or non-credit course during the academic year

	1997/98		1998/99	
CCP:				
Credit	26,500	2.20%	26,696	2.21%
Non-Credit	12,351	1.02%	10,148	0.84%
Total	38,851	3.22%	36,844	3.05%
State-wide:				
Credit	148,959	2.25%	142,354	2.15%
Non-Credit	171,904	2.6%	155,248	2.35%
Total	307,739	4.65%	277,118	4.19%

During the 1998/99 academic year, 3.05% of service area residents were taking a course at the College. Participation levels in credit courses, which have held steady over time, were twice as large as those in non-credit courses, which dropped slightly between the two years. The College lags behind the State in percentage of service-area adults enrolling at the College.

30. Percentage of students by racial/ethnic background compared to racial ethnic backgrounds of Philadelphians

	Phila. Population (1998 estimates)	CCP (1999/00 estimates)
Black	40.4%	49.6%
White	49.0%	27.7%
Asian	3.6%	7.0%
Native American	0.2%	0.6%
Hispanic	6.8%	15.2%

The College's student body reflects the demographic diversity of the City of Philadelphia. CCP is the largest single point of entry into higher education for minorities in Pennsylvania.

Cost Efficiency, Resource Usage and Resource Development

31. State-defined operating costs per FTE compared with tuition and fees charge for full-time students.

	Operating Cost per FTE	Real Operating Cost per FTE and Fees (1982-84=1)	Tuition and Fees	Real Tuition (1982-84=1)
1989/90	3,459	2,636	1,360	1,037
1999/00	3,887	2,224	1,992	1,140

Average annual increase/decrease:

Operating Cost per FTE -	1.2%
Real Operating Cost per FTE -	-1.7%
Tuition and Fees	3.9%
Real Tuition and Fees	1.0%

For the past decade, the College has been reducing the amount of money spent per student in real terms. While in current dollars there has been an average annual increase of cost per student of 1.2 percent, in real terms there has been a decrease per year of 1.7 percent. Tuition and fee increases have modestly outpaced inflation with the average annual real increase averaging 1 percent.

32. Average credit class size

	CCP	Statewide
Fall 1993	23.4	20.2
Fall 1995	22.5	19.4
Fall 1997	22.4	18.8
Fall 1999	21.4	Not available

While throughout the 1990s, average class size has decreased moderately, the College maintains average class sizes significantly above State averages.

33. Percent of budget directed to program and service delivery

1994/95	74.9%
1998/99	73.8%

The majority of the College's budget is committed to direct instruction and student support services.

34. Number of grants and size of grant dollars

	Number of Funded Grants	Dollars Received
1995 - 1996:	24	$3,783,537
1999 - 2000:	46	$5,262,564

Both the numbers of funded grants and the total dollars received from grants has increased appreciably in recent years. During 1999/2000, 90% of the grant applications that were submitted by the College were funded.

35. Average annual percentage increase in tuition and fees and tuition and fees rate increases relative to regional four-year institutions

	Full-Time Student Cost 1989/90	Full-Time Student Cost 1999/00	Average Annual Dollar Increase	Average Annual Percent Increase
CCP	1,360	1,992	63	3.9%
State Universities	2,437	4,476	204	6.3%
State-Related Commonwealth Universities	3,572	6,142	257	5.6%
Private Colleges & Universities	8,399	15,340	694	6.2%

Compared to other Pennsylvania institutions, over the past decade the College has had significantly lower average annual increases in tuition.